

Lockport City School District
Grade 3 Writing Task and Rubric

Directions:

Writers will use appropriate tech tools to create an informative poster that reveals what they have learned through their research about a selected animal and its adaptations. They will ask for feedback on their works in progress and provide feedback to others using a class blog.

Successful writers will:

- Maximize each step of the research process, with assistance from teachers and peers.
- Use varied sources to locate meaningful information.
- Establish main ideas in their writing and use facts from their research to support them.
- Organize their writing in a way that makes sense to a reader.
- Use capitalization, punctuation, spelling and grammar effectively.
- Use a variety of simple, compound, and complex sentences.
- Use powerful vocabulary words effectively.
- Revise their thinking and their work over time, based on what they learn.
- Edit work using a variety of sources.
- Use a classroom blog to ask for and provide feedback.
- Use varied technology tools to create and share their final products.

RUBRIC

| IDEAS | WRITER'S VOICE | ORGANIZATION |
|---|---|---|
| <p>EXPERIENCED_____</p> <p>My writing is fascinating.</p> <p>My topic is narrow and clear.</p> <p>I include precise, accurate, relevant details from my research in my writing. This lends a strong sense of purpose to my work.</p> <p>It's clear I am writing from knowledge and experience; my ideas are very specific, fresh and original.</p> | <p>EXPERIENCED_____</p> <p>The tone of my piece is inspired and appropriate, given my message and the audience I am writing for.</p> <p>My readers can sense how committed I am to my topic. My words are moving.</p> <p>I reveal who I am, what I care about, and why it is important for my readers to share my interests or concerns.</p> | <p>EXPERIENCED_____</p> <p>My writing unfolds in a compelling way.</p> <p>I grab the reader's attention right from the start, build interest throughout, and end in a way that satisfies the reader.</p> <p>I add details and clues in just the right places.</p> |
| <p>DEVELOPING_____</p> <p>Readers are able to make sense of my writing.</p> <p>My topic is pretty broad, but my readers can see where I am headed.</p> <p>My ideas are reasonably clear and accurate.</p> <p>The general observations I make reveal that I am drawing on knowledge and experience.</p> | <p>DEVELOPING_____</p> <p>I'm aware of my audience and my writing is earnest and pleasing. I tend to play it safe by following the rules and mimicking the models I've been provided.</p> <p>There are some moments when I intrigue, delight, or move my readers.</p> <p>I am consistently engaged with my topic, even if I don't reveal my personal passion for it.</p> | <p>DEVELOPING_____</p> <p>My writing unfolds in a predictable way.</p> <p>My writing has a clear beginning, middle, and end.</p> <p>Some of my details seem out of place. I may spend too much time focusing on one part of my work, or I may rush through others.</p> |
| <p>BEGINNING_____</p> <p>My writing may only make sense to me.</p> <p>Readers may find my writing confusing.</p> <p>The information I provide is limited or unclear to readers other than me.</p> <p>I'm still figuring out what is most important about this topic and what my purpose is.</p> | <p>BEGINNING_____</p> <p>I am still learning what my purpose is and who I am writing for.</p> <p>I do not yet know how I feel about my topic, and this makes it hard for me to move my readers or speak about it in powerful ways.</p> | <p>BEGINNING_____</p> <p>I'm not quite sure how to hook my reader into my piece. It's hard to tell when or if my piece is ending.</p> <p>I'm just learning how to connect different ideas together well.</p> <p>I'm ready to begin learning about sequencing now.</p> |

| WORD CHOICE | SENTENCE FLUENCY | CONVENTIONS |
|--|--|---|
| <p>EXPERIENCED_____</p> <p>I use very vivid and expressive words. My adjectives and verbs are very strong. Specific nouns and modifiers add depth.</p> <p>I try out new words that I don't know how to spell well just yet.</p> <p>I surprise my readers with phrases that are striking and unexpected. I use just the right words in just the right way.</p> | <p>EXPERIENCED_____</p> <p>The way I shape my sentences adds meaning to my work and makes it interesting to read and listen to.</p> <p>I use creative and appropriate connectives between sentences. This shows how different thoughts build on each other.</p> <p>My sentences vary in length and structure. Fragments add style. Dialogue sounds natural.</p> | <p>EXPERIENCED_____</p> <p>I use a variety of conventions accurately.</p> <p>I use conventions to enhance the way my piece reads.</p> <p>The tiny errors I've made don't distract my reader.</p> |
| <p>DEVELOPING_____</p> <p>I use words and phrases that I am most sure of most often. I'm not quite sure how to find and use new words. I may overwhelm my readers with thesaurus overload.</p> <p>I tend to use the first words that pop into my mind.</p> <p>My writing is correct, but I'm not yet sure how to capture my reader's imagination with my words.</p> | <p>DEVELOPING_____</p> <p>My sentences may not seem artfully crafted or particularly musical, but they get the job done well.</p> <p>I use properly constructed sentences and they hang together well.</p> <p>Some of writing sounds really great when it is read aloud. I'm still developing my sentence style, though.</p> | <p>DEVELOPING_____</p> <p>I use many conventions accurately.</p> <p>I need to spend a bit more time correcting my errors so that they don't distract my reader.</p> |
| <p>BEGINNING_____</p> <p>I still need to think about which words might work best in this piece.</p> <p>I'm still learning what many words mean. This makes it hard for me to use a lot of different words in my writing.</p> <p>I might repeat things over and over.</p> | <p>BEGINNING_____</p> <p>I am still learning how to craft complete sentences.</p> <p>I may use the same kind of sentence over and over again. I might use too many connectives.</p> <p>Readers other than me may find it hard to read this piece aloud.</p> | <p>BEGINNING_____</p> <p>I'm still learning how to use conventions well.</p> <p>Readers might be confused about what I'm saying because of my conventions.</p> |

Writing Process

EXPERIENCED ____

- I think of a lot of ideas before choosing one to write about, even if my teacher doesn't make me.
- I change my writing as I go, based on new ideas I develop or suggestions from other people.
- I make corrections in conventions.
- I look for ways to share my work with others.

DEVELOPING ____

- If my teacher tells me to brainstorm, I will. Otherwise, I might just begin drafting.
- I make at least one change to my writing when I'm working.
- I ask others to tell me how to improve my work. Sometimes, I make changes.
- I share my work when my teacher tells me to.

BEGINNING ____

- My writing is usually based upon the first idea that comes to mind.
- I'm not sure how to make changes to my writing yet.
- My final copy is nearly identical to my rough draft.
- I don't share my work with other people.

Technology Integration

EXPERIENCED ____

- I can use what I know about technology tools to choose the best tool for my given purpose, without any help from my teacher.
- I use selected technology tools to create something compelling, distinct, and meaningful to a wider audience.
- I use selected technology tools to share my work with an audience beyond my school district, and I use what I learn from their feedback to make my work better.

DEVELOPING ____

- My teacher helps me select and use technology tools that connect with my purposes.
- I use the technology tools chosen by my teacher to create something interesting that I would not have been able to create otherwise
- I use selected technology tools to share my work with an audience.

BEGINNING ____

- I use the single technology tool suggested to me by my teacher.
- I use the technology tools chosen by my teacher to create something very similar to a product that might have been created using pencil and paper.
- I am learning how I can share my work with an audience using technology tools.